

# **Guidelines & Criteria for Approval of Training Providers**

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# **Section I**

## **Overview of AB 466**

### **Background and Perspective of AB 466**

California has been engaged in a serious public school reform effort since the mid-1990's. The foundation for this reform rests on a belief in and commitment to increased academic expectations for every student. The public expects our schools to prepare its future citizens to meet world class standards for excellence, productivity, and responsible citizenship.

Policy makers and educational leaders, at all levels, have helped to develop and implement a systematic approach, captured in state level initiatives, that provide the leadership, curriculum focus, instructional materials, training and resources necessary to make this vision a reality.

A major part of the state's reform effort revolves around the principles and practices of accountability. At the state level, the STAR testing program and the High School Exit Exam are in place to measure student achievement. Local school administrators are also being asked to monitor student results and establish specific student, class, and school level improvement goals. Teachers, too, are engaged in peer reviews and coaching/mentoring programs to improve instruction. This strategy recognizes the importance of site leadership to student improvement. AB 75, the Principal Training Program, will provide leadership training for principals and vice principals to ensure that these site administrators will have the knowledge and skills to support teachers in the delivery of effective instruction.

Another part of the state's efforts toward standards-based reform is to target financial and human resources on low performing schools. Under AB 961, the State Department of Education's Low Performing Schools program, the state has made a commitment to work with schools who have not met their API growth target to improve student achievement.

The systematic school reform process is brought together by AB 466, the Mathematics and Reading Professional Development Program. The mission is to train approximately 225,000 K-12 teachers and 22,000 instructional aides or paraprofessionals on the state-adopted, or local board-adopted, standards-based curriculum for their grade level, course level, and/or school level.

The following highlights many of California's school reform initiatives.

## Overview of California's School Reform Initiatives

- 1997 State Board of Education approved the state content standards for both English-language arts and mathematics for each grade level.
- 1998 State Board of Education selected and the Department of Education administered the STAR program (Standardized Testing and Reporting Program).
- 1998 State Board of Education adopted the English-language arts curriculum framework for alignment with the state content standards.
- 1999 State Board of Education adopted the mathematics curriculum framework for alignment with the state content standards.
- 1999 The legislature passed and the Governor approved AB 2041 which established the standards-based instructional materials program (1998-99 through 2001-02). Under AB 2519 local educational agencies were encouraged to adopt State Board of Education instructional materials for K-8: mathematics and reading/language arts; and, for 9-12, local board adoptions occurred through public hearings and resolutions.
- 1999 The Governor introduced AB 2X (1999-00 through 2001-02) to establish the first statewide Mathematics and Reading Professional Development Institutes through the University of California in cooperation with the California State University and the independent colleges and universities.
- 2001 State Board of Education approved the adoption of mathematics instructional materials, K-8.
- 2002 State Board of Education approved the adoption of reading/language arts/English language development instructional materials, K-8.
- 2002 State Board of Education and the Department of Education implement the Mathematics and Reading Professional Development Program [AB 466: teachers and instructional aides or paraprofessionals] and the Principal Training Program [AB 75: principals and vice principals].

## **Summary of AB 466 – The Mathematics and Reading Professional Development Program**

This program authorizes 40 hours of Institute training and 80 hours of Follow-up Practicum for kindergarten and grades 1-12 classroom teachers. Also, the regulations authorize 20 hours of initial training and 20 hours of Follow-up Practicum for instructional aides or paraprofessionals. AB 466, under Article 3 for Local Education Agencies (LEAs), connects approved professional development (delivered by State Board of Education approved training providers) to state or local board approved instructional materials which are aligned with state content standards and curriculum frameworks. Also, under Article 2, through the University of California and in cooperation with California State University and independent colleges and universities, approved California Professional Development Institutes are authorized to work with LEAs to provide training services.

Exhibit 1 provides an overview of the components of AB 466. Exhibit 2 provides an overview of the LEA Article 3 component.

## Eligibility for Participation

Public school teachers who are eligible to participate in the AB 466 program include:

Teachers	Allowable Training	Follow-up
K-8 “self contained” classroom	40 hours mathematics 40 hours reading/language arts	80 hours mathematics 80 hours reading/language arts
K-8 multiple-subject credentialed teachers, whose primary assignment is to teach in a classroom that is “not self-contained”	40 hours mathematics OR 40 hours reading/language arts (Depending on primary teaching assignment)	80 hours mathematics OR 80 hours reading/language arts (Depending on primary teaching assignment)
K-12 teachers providing exceptional needs students instruction in mathematics and reading/language arts	40 hours mathematics 40 hours reading/language arts	80 hours mathematics 80 hours reading/language arts
Secondary teachers with single subject credentials in English or social science	40 hours reading/language arts	80 hours reading/language arts
Secondary teachers and substitutes with one year emergency teaching permits for English and social science.	40 hours reading/language arts	80 hours reading/language arts
Secondary teachers with single subject credentials in mathematics or science	40 hours mathematics	80 hours mathematics
Secondary teachers and substitutes with one-year emergency permits for mathematics or science	40 hours mathematics	80 hours mathematics

***Holders of emergency 30-day substitute teaching permits are not eligible to participate.***

Instructional aides or paraprofessionals in K-12 classrooms who directly assist teachers, in mathematics and/or reading, are eligible for a total of 40 hours of training per subject area where direct instruction is provided.

## Special Circumstances

Small LEAs and individual charter schools are strongly encouraged to form or join a consortia to constitute a critical mass of participants. This should allow for differentiated training specific to the instructional materials adopted, the participant group (teachers or instructional aides or paraprofessionals), the grade level or course level (for teachers), and the school level (for instructional aides or paraprofessionals).

## **Funding and Awards**

For the purposes of this program, the State Superintendent of Public Instruction (SPI) shall award funding to LEAs for training of teachers and instructional aides or paraprofessionals who directly assist with classroom instruction in reading and/or mathematics.

The SPI will provide funding under Article 3 in the following priority order:

- Two thousand five hundred dollars (\$2,500) for each qualified teacher receiving training.
- One thousand dollars (\$1,000) for each qualified instructional aide or paraprofessional receiving training.

## **Incentive Funding Information**

The Superintendent of Public Instruction (SPI) shall notify local education agencies (LEAs) that they are eligible to receive an incentive award for:

- Up to 12 percent of its eligible teachers in the 2001-02 fiscal year
- Up to 28.5 percent in the 2002-03 fiscal year
- Up to 28.5 percent in the 2003-04 fiscal year

The remainder of eligible teachers can be included in the 2004-05 fiscal year.

An LEA can only certify teachers and instructional aides or paraprofessionals for those grade levels for which newly adopted instructional program materials have been selected and purchased, prior to the commencement of the academic year.

Qualifying teachers who, in the 2000-01 fiscal year, received training at an authorized California Professional Development Institute that was paid for by a LEA, shall be considered to have received training in the 2001-02 fiscal year. A LEA shall receive funding for these qualifying teachers. However, funding may not be provided to a LEA until the State Board of Education approves the agency's submitted certified assurance.

Fifty percent of the funding award for each eligible LEA teacher and instructional aide or paraprofessional is authorized in two phases: after completion of the Institute and after completion of the Follow-up Practicum.

It is the intent of AB 466 that LEAs give the highest priority to training teachers assigned to low-performing schools. However, if funding appropriated in one fiscal year is not completely expended by the LEA, the funds will be redirected to local education agencies that have trained more eligible teachers than the percentage funded.

## **Funding Formula**

The maximum funding for LEAs is equal to the percentage funded, multiplied by two thousand five hundred dollars (\$2,500), then multiplied by:

(1) Twice the number of multiple subjects teachers teaching in a self-contained classroom and special education teachers, that provide direct instruction in reading and mathematics as reported in the most recent CBEDS data; and

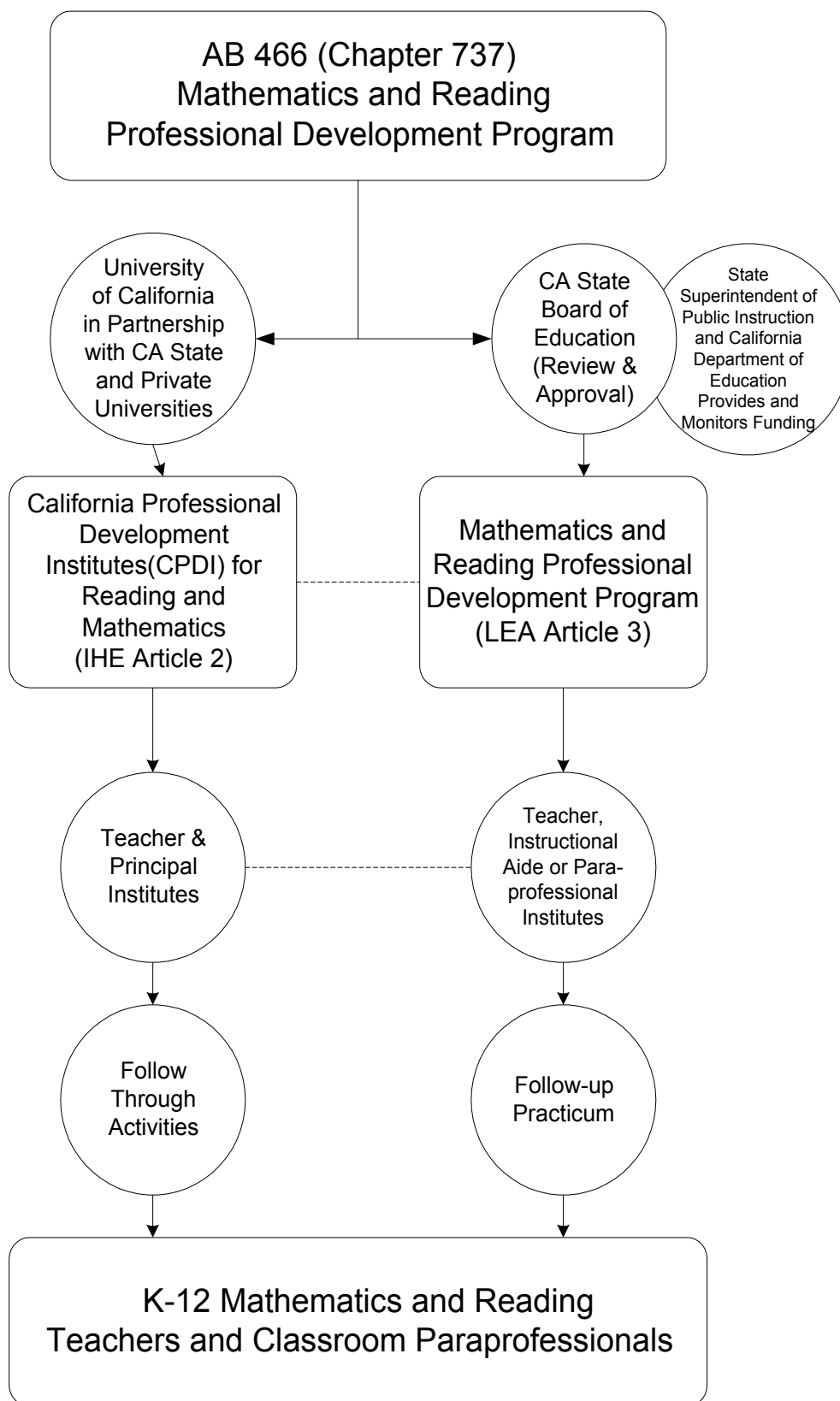
(2) The number of mathematics, English, science, and social science teachers that were reported in the most recent CBEDS data.

## **Stipend Limitations**

Of the incentive provided, a LEA may not use more than one thousand dollars (\$1,000) of the per teacher amount to provide an individual teacher stipend.

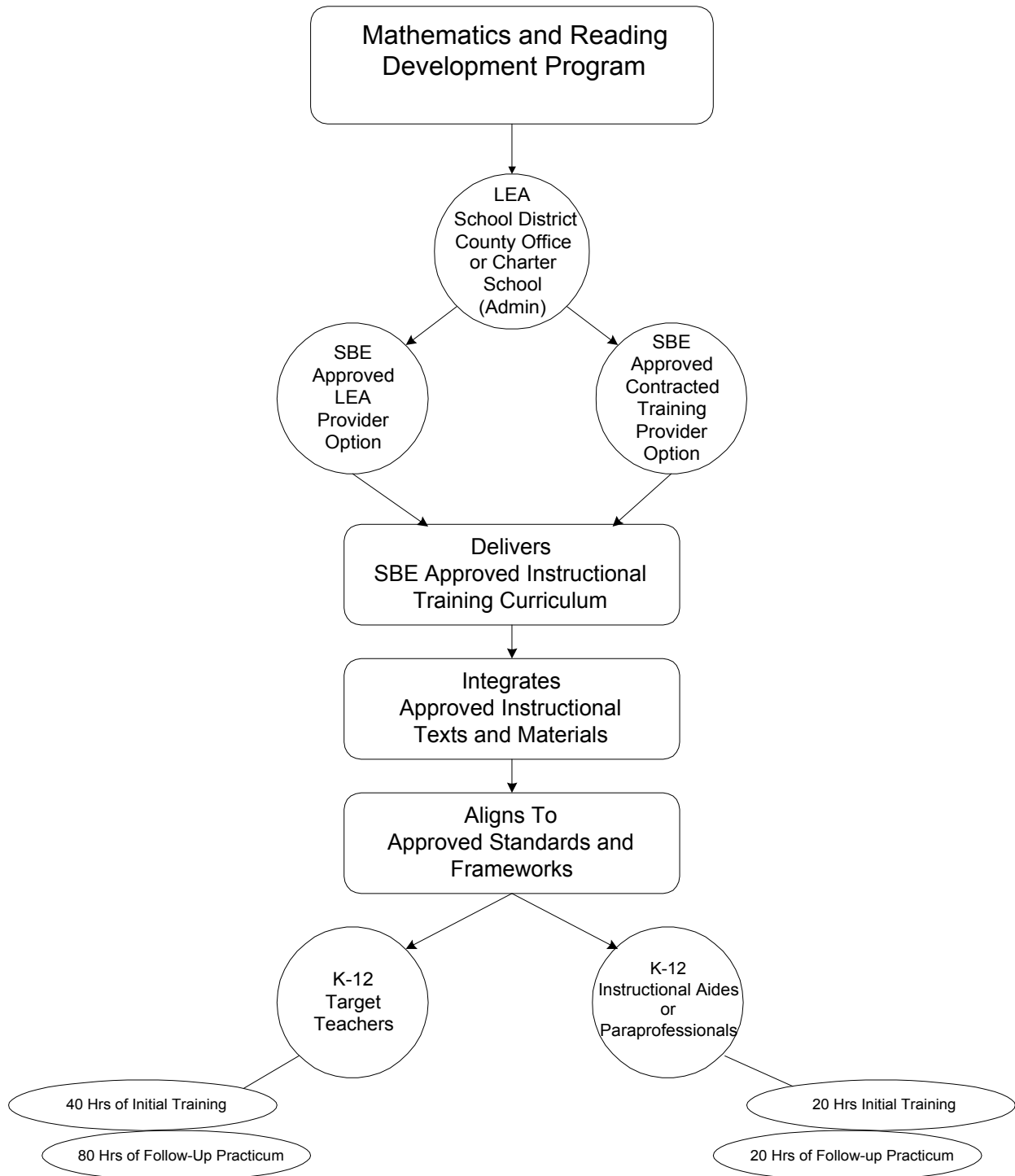
Of the incentive funds provided for instructional aide and paraprofessionals who directly assist with classroom instruction in mathematics and reading, a LEA may not use more than five hundred dollars (\$500) per individual instructional aide or paraprofessional for a stipend.

## Overview of AB 466 Components





# **AB 466 Professional Development Program LEA Article 3 Component**



## **Section II**

# **Overview of Training Provider Requirements**

### **Introduction**

Under AB 466, training providers of the Mathematics and Reading Professional Development Program must be approved by the State Board of Education. The State Board of Education shall base its approval on criteria contained in paragraph (4) and subdivision (b) of Article 3, commencing with Section 99230, of Chapter 5 of part 65 of the California Education Code. This section sets forth guidelines and requirements for providers who are applying to offer professional development for teachers and instructional aides or paraprofessionals in mathematics and/or reading-language arts.

### **Proposal Components and Documentation**

The goal of the provider is to improve classroom delivery of instruction by training teachers and instructional aides or paraprofessionals on the use of standards-based instructional material. To accomplish this, the Local Education Agency (LEA) is required to select and collaborate with a State Board of Education approved provider (an LEA may also seek to serve as an approved training provider).

The Provider Guidelines and Requirements for training providers are organized by proposal components. The description of these components clarify the responsibility of the AB 466 Professional Development Program training providers.

#### Components

- A. Legal Requirements
- B. Targeted Audiences
- C. Required Materials
- D. Use of Training Time
- E. Training Design and Delivery
- F. Qualifications and Expertise
- G. Evaluations and Reporting
- H. Assurance of Proprietary Rights

In addition, providers must demonstrate a quality training curriculum for each program seeking State Board approval:

- I. Institute Training Curriculum for Teachers for Mathematics programs
- J. Institute Training Curriculum for Teachers for Reading-Language Arts programs
- K. Institute Training Curriculum for Instructional Aides or Paraprofessionals for Mathematics programs
- L. Institute Training Curriculum for Instructional Aides or Paraprofessionals for Reading-Language Arts programs

## Submission of Training Curriculum

In addition to the AB 466 Training Provider Plan form, each provider seeking approval under AB 466 must submit a copy of the instructor's training curriculum manual that will be used in the Institute training. ***This is required for each participant group (teachers and instructional aides or paraprofessionals) and for each grade level or course level (for teachers) and each school level (for instructional aides or paraprofessionals).***

LEAs are responsible for organizing and providing the Follow-up Practicum for both teachers and instructional aides or paraprofessionals. LEAs may wish to contract with their approved providers to deliver the Follow-up Practicum (this is an optional service of training providers).

## **Section II - Guidelines and Requirements for Training Curriculum for Providers (for 40 hour Institute)**

If the provider(s), working in conjunction with a local education agency, develops a well-designed Mathematics and Reading Professional Development Program that successfully meets or exceeds the established criteria, they will be approved as an AB 466 training provider. The ultimate goal is to develop teachers and instructional aides or paraprofessionals who can effectively teach or support the board-adopted standards-based instructional program and increase student achievement in their classes.

Proposal Components	AB 466 Provider Guidelines & Requirements Provider must...	AB 466 Required Assurances and Documentation Provider must submit for approval...
A. Legal Requirements	<ul style="list-style-type: none"> <li>Use training curriculum and instructional materials that are aligned to the state standards, as defined in section 99231, subsection c. This means: for grade K to 8, inclusive, materials adopted by the State Board of Education; for grades 9 to 12, inclusive, materials that the governing board of the local education agency has, after careful review, certified are aligned to both the state reading-language arts or mathematics content standards and the curriculum frameworks for these subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Assurances of the following:               <ul style="list-style-type: none"> <li>Use of training curriculum that has been approved by the State Board of Education.</li> <li>Use of training curriculum based on instructional materials that will be used by pupils and are aligned to the reading-language arts and mathematic curriculum frameworks and content standards adopted by the State Board of Education pursuant to section 60605.</li> </ul> </li> </ul>
B. Targeted Audiences	<ul style="list-style-type: none"> <li>Serve all teachers designated by the LEA [as defined in section 99231 (e) and section 99233 (a) (1-6)] by grade level or course level.</li> <li>Serve all instructional aides or paraprofessionals designated by the LEA [as defined in section 99231 (a) and (b) and section 99233 (a) (7)] by school level.</li> </ul>	<ul style="list-style-type: none"> <li>Assurance that the LEA designates the teachers to be served by grade level or course level and the instructional aides or paraprofessionals are served by school level.</li> </ul>
C. Required Materials	<ul style="list-style-type: none"> <li>Provide an instructor's training curriculum (manual) for the teacher Institute that is aligned with the district-adopted instructional materials; include a timed agenda, all of the overheads used by the provider/instructor, and citations for all materials to be included (curriculum framework, scientific research, Teacher's Guide, other pertinent materials addressing the diagnostic nature of standardized tests and the STAR program) for each grade level or course level.</li> <li>Provide an instructor's training curriculum (manual) for the instructional aide or paraprofessional Institute. Include a timed agenda, all of the overheads used by the provider/instructor, and citations for all materials to be included.</li> <li>Provide each attendee with a participant notebook with required readings (and on-line/website sources).</li> </ul>	<ul style="list-style-type: none"> <li>Instructor's training curriculum (manual) accompanies application.</li> <li>Assurance that each attendee will receive a participant notebook with required readings (and on-line/website sources).</li> </ul>
D. Use of Training Time	<ul style="list-style-type: none"> <li>Require teacher participants to complete the minimum time requirements of the Institute training (40 hours).</li> <li>Require instructional aides or paraprofessionals participants to complete the minimum time requirements of the Institute training (20 hours).</li> <li>Provide multiple opportunities for meeting requirements of the Institute training (make-up Institutes or technological-based alternatives).</li> </ul>	<ul style="list-style-type: none"> <li>Assurance that the Institutes will meet the minimum hours of training: 40 hours for teachers and 20 hours for instructional aides or paraprofessionals.</li> <li>Guarantee that participants will have multiple opportunities to complete the minimum time requirements of the Institute training.</li> </ul>

Proposal Components	AB 466 Provider Guidelines & Requirements Provider must...	AB 466 Required Assurances and Documentation Provider must submit for approval...
E: Training Design & Delivery	<ul style="list-style-type: none"> <li>• Provide all 40 hours of Institute time by grade level or course.</li> <li>• Provide for an interactive Institute that ensures small group discussion, requires active participation by attendees, and supports adult learning theory. The following are mandatory:               <ul style="list-style-type: none"> <li>– Room set-up with small table groupings.</li> <li>– Breakdown of instructional time as follows: 30% for presentation and direct instruction, 20% for demonstrations to illustrate successful teaching strategies, and 50% should involve practice, small and large group discussion, and other participant activities to reinforce learnings.</li> </ul> </li> <li>• Provide assurance that total class size does not exceed 35 participants, (as the rule and not the exception) and provides 2 instructors per class to alternate over the course of the training (as the rule and not the exception).</li> <li>• Secure support from LEAs central office for the Institute trainings and provide personnel to register and monitor activities at Institute trainings.</li> <li>• Estimate the number of authorized instructors to be available in: 2002-03, 2003-04, 2004-05.</li> <li>• Indicate the organization's capacity to serve (total number of participants).</li> <li>• Collaborate with LEA in the planning of the Institute trainings. Offer alternatives to small or rural LEAs. These may include: suggestions to form or join a consortium in their local or regional area; suggestions to these LEAs to send their participants to locations outside of their area and assistance with identifying sessions that might match teacher needs.</li> <li>• Secure support by central office personnel for and at Institute trainings.</li> </ul>	<ul style="list-style-type: none"> <li>• Description of delivery methods, including agendas and breakdown of time allocations, table and room set-up, and classroom structures that support adequate learning and optimal team effectiveness and learning (accompanies proposal).</li> <li>• Assurance on ratio of instructor to participants.</li> <li>• Estimations of number of authorized instructors to deliver Institute training over the next three years and capacity to serve.</li> <li>• Assurance to collaborate with the LEA in the planning and delivery of the Institute trainings.</li> <li>• Assurance that provider will acquire an agreement with LEA that district office personnel be involved in Institute trainings.</li> </ul>
F: Qualifications and Expertise	<ul style="list-style-type: none"> <li>• Provide evidence of provider's experience and qualifications to deliver training to teachers and instructional aides or paraprofessionals.</li> <li>• Provide description of instructor certification and quality control processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of lead instructor(s) and all provider partners, including resumes (accompanies proposal).</li> <li>• Documentation of instructor certification process, including: 1) qualifications required of instructors; 2) description and number of days of training provided to instructors; and 3) ongoing quality control quality process to maintain effectiveness of instructors (accompanies proposal).</li> </ul>
G: Evaluation & Reporting	<ul style="list-style-type: none"> <li>• Collect, track, and report to the LEA (for the California Department of Education for review by the State Board of Education) on information needed for interim and final reports for submission to the legislature, including:               <ul style="list-style-type: none"> <li>– Attendance data on all participants, including: Name, School, Title, Address, Attendance, and Make-Up Attendance.</li> <li>– Additional participant information, including teachers by credential type and number of instructional aides or paraprofessionals who directly assist with classroom instruction.</li> <li>– Information on the effectiveness of the program, including (at a minimum) survey data gathered from program participants and school principals through a survey on the final day of the Institute, rating instructors and content.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assurance to collect and report all additional information needed for California Department of Education interim and final reports.</li> <li>• Assurance to collect and report attendance data on all participants (including retention of records) to LEA in a timely manner.</li> <li>• Assurance to survey participants on the quality of instructors and content and report findings to LEA in a timely manner.</li> </ul>
H: Assurance of Proprietary Rights	<ul style="list-style-type: none"> <li>• Proprietary rights of provider's training curriculum will be protected.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement and acceptance of proprietary rights to provider training curriculum.</li> </ul>

Proposal Components	Provider Guidelines & Requirements
I. Institute Training Curriculum -- Teachers K-7 Mathematics and 8-12 Mathematics Programs	<b>K-7 Mathematics and 8-12 Mathematics Courses For Teachers (Algebra I, Geometry, Algebra II, Trigonometry, Mathematical Analysis, Linear Algebra, Probability &amp; Statistics, Calculus)</b>
	<p><b><u>10 - 20% of training time should focus on the study of the curriculum framework, content standards, scientific research, and diagnostic and summative assessments, including:</u></b></p> <ul style="list-style-type: none"> <li>• Skills, knowledge, and teaching strategies featured in the curriculum framework and content standards.</li> <li>• Research findings related to instructional practice.</li> <li>• Readings and discussions of other pertinent materials and materials which address the value of diagnostic nature of standardized tests, the STAR program, and the High School Exit Exam. (It is recommended that this content be integrated throughout the training curriculum, as appropriate.)</li> </ul> <p><b><u>80% of training time should focus on the adopted instructional program and cover material that is taught during the first eighteen weeks of instruction, as presented in the Teacher's Guide and other reference materials included in the instructional program.</u></b></p> <ul style="list-style-type: none"> <li>• The major criteria for the mathematics training curriculum is summarized below. Detailed guidance and information may be found in the specific module guides for all K-8 state adopted instructional programs by publisher, name of instructional program, and grade level (Module guides for 9-12 are not provided by the State Board, as local boards approve these instructional program materials). In general, this guidance is organized within categories and is appropriate for inclusion in K-12 training curriculum. The goal of the training is to prepare participants to apply immediately their new knowledge and skills to their classroom instruction. Participants should: <ul style="list-style-type: none"> <li>– Become familiarized with the key reference materials related to: organization; purpose of instructional components; definitions critical to understanding the content; research citations related to instructional practice; professional development information; correlations to standards; classroom management suggestions; and other pertinent information provided in the appendices. (Module Guide, Reference Materials in Teacher's Guide).</li> <li>– Learn how to use the daily lesson guides related to: organization and content of the unit, chapter, and daily lesson plans; big ideas, concepts, and themes; pacing to ensure entire program is taught; strategies and skills; problem solving or critical thinking skills and applications; connecting resource materials (e.g., teaching tools, wall posters/cards). (Module Guide, Daily Lessons in Teacher's Guide).</li> <li>– Learn how to teach (i.e., content and instructional strategies for) all key instructional components: Number Sense; Algebra and Functions; Measurement and Geometry; Statistics, Data Analysis, and Probability; Mathematical Reasoning (K-7) and Algebra, Geometry, Algebra II, Trigonometry, Mathematical Analysis, Linear Algebra, Probability and Statistics, Calculus (8-12). (Module Guide, Instructional Components in Teacher's Guide).</li> <li>– Become familiarized with additional program support materials for: Accelerated/advanced learners, English language learners, special education learners, and other students who need additional preteaching, reteaching, practice, and/or review. (Module Guide, Additional Program Support Material/Extension Guides).</li> <li>– Learn when, and how, to use the teacher assessments materials for: entry level or diagnostic assessments; monitoring student progress; monitoring instructional effectiveness; summative assessments; and how to analyze the results. (Module Guide, Teacher Assessment Guide).</li> </ul> </li> </ul>

Proposal Components	Provider Guidelines & Requirements
J. Institute Training Curriculum – Teachers K-8 Reading-Language Arts Basic and Intervention Stand-Alone Programs and 9-12 English-Language Arts Programs	<b>K-8 Reading-Language Arts For Teachers – Basic and Intervention Stand-Alone Programs and 9-12 English-Language Arts Programs</b>
	<p><b><u>10 - 20% of training time should focus on the study of the curriculum framework, content standards, scientific research, and diagnostic and summative assessments, including:</u></b></p> <ul style="list-style-type: none"> <li>• Skills, knowledge, and teaching strategies featured in the curriculum framework and content standards.</li> <li>• Research findings related to instructional practice.</li> <li>• Readings and discussions of other pertinent materials and materials which address the value of diagnostic nature of standardized tests, the STAR program, and the High School Exit Exam. (It is recommended that this content be integrated throughout the training curriculum, as appropriate.)</li> </ul> <p><b><u>80% of training time should focus on the adopted instructional program and cover material that is taught during the first eighteen weeks of instruction, as presented in the Teacher's Guide and other reference materials included in the instructional program.</u></b></p> <ul style="list-style-type: none"> <li>• The major criteria for the Reading/Language-Arts training curriculum is summarized below. Detailed guidance and information may be found in the specific module guides for all K-8 state adopted instructional programs by publisher, name of instructional program, and grade level (Module guides for 9-12 are not provided by the State Board, as local boards approve these instructional program materials). In general, this guidance is organized within categories and is appropriate for inclusion in K-12 training curriculum. The goal of the training is to prepare participants to apply immediately their new knowledge and skills to their classroom instruction. Participants should: <ul style="list-style-type: none"> <li>– Become familiarized with the key reference materials related to: organization; purpose of instructional components; definitions critical to understanding the content; research citations related to instructional practice; professional development information; correlations to standards; classroom management suggestions; and other pertinent information provided in the appendices. (Module Guide, Reference Materials in Teacher's Guide).</li> <li>– Learn how to use the daily lesson guides related to: organization and content of the unit, chapter, and daily lesson plans; big ideas, concepts, and themes; pacing to ensure entire program is taught; strategies and skills; problem solving or critical thinking skills and applications; connecting resource materials (e.g., teaching tools, wall posters/cards). (Module Guide, Daily Lessons in Teacher's Guide).</li> <li>– Learn how to teach (i.e., content and instructional strategies for) all key instructional components: Reading (word analysis, fluency, systematic vocabulary development, reading comprehension, and literary response and analysis); Writing (writing strategies and applications); Written and Oral English Language Conventions (sentence structure, grammar, punctuation, capitalization, and spelling); Listening; Speaking. (Module Guide, Instructional Components in Teacher's Guide).</li> <li>– Become familiarized with the lessons in the additional program support materials and extension guides (Basic programs only) for: Accelerated/advanced learners, English language learners, special education learners, and other students who need additional preteaching, reteaching, practice, and/or review. (Module Guide, Additional Program Support Material/Extension Guides).</li> <li>– Learn when, and how, to use the teacher assessment materials for: entry level or diagnostic assessments; monitoring student progress; monitoring instructional effectiveness; summative assessments; and how to analyze the results. (Module Guide, Teacher Assessment Guide).</li> </ul> </li> </ul>

Proposal Components	Provider Guidelines & Requirements
K. Institute Training Curriculum – Instructional Aides or Paraprofessionals Elementary, Middle, and High Schools for Mathematics	<b>General Criteria for School Levels: Elementary, Middle, and High Schools for Mathematics for Instructional Aides or Paraprofessionals</b>
	<p>The major criteria for the mathematics training curriculum for instructional aides or paraprofessionals are summarized below. The goal of the training is to prepare participants to apply immediately their new knowledge and skills to assist the classroom teacher and work with students as advised by the teacher. Participants should:</p> <ul style="list-style-type: none"> <li>• Become familiar with the curriculum framework for the content area, including introduction, key components of an effective program, instructional practices for grade levels (specific to the school level), assessment, and universal access.</li> <li>• Become familiar with the state content standards for the content area and the content standards for each grade level and course level (specific to the school level) as presented in the curriculum framework.</li> <li>• Become familiar with the scientific research on instructional practices and learning.</li> <li>• Develop an overall knowledge of the adopted instructional program, at each grade or course level (specific to the school level), for the content area, including: <ul style="list-style-type: none"> <li>– How to use the daily lesson guides related to: organization and content of the unit, chapter, and daily lesson plans.</li> <li>– Big ideas, concepts, and themes.</li> <li>– Pacing to ensure entire program is taught.</li> <li>– Key strategies and skills.</li> <li>– Connecting resource materials (e.g., teaching tools, wall posters/cards, technology-based materials).</li> </ul> </li> <li>• Learn appropriate instructional support roles and functions when working with students using the adopted instructional program, for example: <ul style="list-style-type: none"> <li>– Defining roles as provided by the classroom teacher.</li> <li>– Functioning through advice from the classroom teacher.</li> <li>– Communicating regularly with the classroom teacher.</li> <li>– Functioning as an aide to students to review and practice key learning strategies, skills, and knowledge.</li> <li>– Maintaining logs to keep track of work assignments and students served.</li> <li>– Self-practicing of strategies and skills, as directed by the teacher, in order to reinforce student performance.</li> <li>– Knowing and supporting the goals of the instructional program.</li> <li>– Reinforcing the classroom rules for student behaviors related to the content area.</li> </ul> </li> <li>• Read and discuss appropriate materials which address topics related to the criteria listed above.</li> </ul>



Proposal Components	Provider Guidelines & Requirements
L. Institute Training Curriculum – Instructional Aides or Paraprofessionals Elementary, Middle, and High Schools for Reading-Language Arts	<b>General Criteria for School Levels: Elementary, Middle, and High Schools for Reading-Language Arts for Instructional Aides or Paraprofessionals</b>
	<p>The major criteria for the Reading-Language Arts training curriculum for instructional aides or paraprofessionals are summarized below. The goal of the training is to prepare participants to apply immediately their new knowledge and skills to assist the classroom teacher and work with students as advised by the teacher. Participants should:</p> <ul style="list-style-type: none"> <li>• Become familiar with the curriculum framework for the content area, including introduction, key components of an effective program, instructional practices for grade levels (specific to the school level), assessment, and universal access.</li> <li>• Become familiar with the state content standards for the content area and the content standards for each grade level and course level (specific to the school level) as presented in the curriculum framework.</li> <li>• Become familiar with the scientific research on instructional practices and learning.</li> <li>• Develop an overall knowledge of the adopted instructional program, at each grade or course level (specific to the school level), for the content area, including: <ul style="list-style-type: none"> <li>– How to use the daily lesson guides related to: organization and content of the unit, chapter, and daily lesson plans.</li> <li>– Big ideas, concepts, and themes.</li> <li>– Pacing to ensure entire program is taught.</li> <li>– Key strategies and skills.</li> <li>– Connecting resource materials (e.g., teaching tools, wall posters/cards, technology-based materials).</li> </ul> </li> <li>• Learn appropriate instructional support roles and functions when working with students using the adopted instructional program, for example: <ul style="list-style-type: none"> <li>– Defining roles as provided by the classroom teacher.</li> <li>– Functioning through advice from the classroom teacher.</li> <li>– Communicating regularly with the classroom teacher.</li> <li>– Functioning as an aide to students to review and practice key learning strategies, skills, and knowledge.</li> <li>– Maintaining logs to keep track of work assignments and students served.</li> <li>– Self-practicing of strategies and skills, as directed by the teacher, in order to reinforce student performance.</li> <li>– Knowing and supporting the goals of the instructional program.</li> <li>– Reinforcing the classroom rules for student behaviors related to the content area).</li> </ul> </li> <li>• Read and discuss appropriate materials which address topics related to the criteria listed above.</li> </ul>

## **Section III**

### **Overview of LEA Requirements**

#### **Introduction**

Article 3 requires the State Board of Education to approve LEA assurances of full compliance with legal requirements in order to receive funding. One of the assurances requires that the LEA submit a certified assurance by its governing board in accordance with AB 466 Article 3, Section 99237 (a).

Also, the LEA must provide assurances that they will: 1) select and purchase approved instructional materials for all students in classrooms of participating teachers; 2) contract with or be approved as a State Board of Education training provider for AB 466; and 3) deliver State Board of Education approved training curriculum. This curriculum must integrate the use of instructional materials and proven classroom instructional strategies and methods and be aligned with State Board of Education approved content standards and frameworks.

#### **Proposal Components & Documentation**

The goal of LEA participation in AB 466 is to develop teachers and instructional aides or paraprofessionals who can effectively teach or support State Board of Education adopted standards-based instructional frameworks and programs.

The following Guidelines and Requirements for LEAs are organized by proposal components. The description of these components clarify the roles and responsibilities of the LEA as a participant in the AB 466 Professional Development Program. The accompanying draft of the LEA Certified Assurance Form is required to be completed in order to authorize participation and funds for this program. The SBE authorizes final approval for participation.

- A. Legal Requirements
- B. Targeted Audiences
- C. Required Materials
- D. Use of Training Time
- E. Evaluations & Reporting
- F. Training Agreements / Authorizations & Partnerships
- G-J. Follow-Up Practicum

**Note: An LEA interested in becoming a training provider must submit an additional application.**

### **Section III - Guidelines and Requirements for Local Education Agencies**

If the local education agency is, or works in conjunction with, a State Board of Education approved provider(s), to offer a Mathematics or Reading Professional Development Program that successfully meets or exceeds the established criteria, they will be approved for funding for 40 hours of Institute. The ultimate goal is to develop teachers and instructional aides or paraprofessionals who can effectively teach or support the board-adopted standards-based instructional program in order to increase student achievement in their class rooms.

Proposal Components	AB 466 LEA Guidelines & Requirements The LEA must...	AB 466 Required Assurances and Documentation The LEA must submit for Approval...
A. Legal Requirements	<ul style="list-style-type: none"> <li>Contract with a provider whose training curriculum was approved by the State Board of Education; or a local education agency whose training curriculum was approved by the State Board of Education may provide its own training.</li> <li>Use instructional materials that are aligned to the state standards, as defined in section 99231, subsection c. This means: for grades 1 to 8, inclusive, materials adopted by the State Board of Education; for grades 9 to 12, inclusive, materials that the governing board of the local education agency has, after careful review, certified are aligned to both the state reading or mathematics content standards and the curriculum frameworks for these subjects.</li> <li>Provide each pupil with instructional materials aligned to the state content standards in mathematics by February 2002 (if not piloting these materials) or February 2003 (if piloting these materials).</li> <li>Provide each pupil with instructional materials aligned to the state content standards in reading/language arts by February 2003 (if not piloting these materials) or February 2004 (if piloting these materials).</li> </ul>	<ul style="list-style-type: none"> <li>Certified assurance, signed by the appropriate official and approved in a public session by the governing body of the agency to the State Board of Education, including assurances of the following:               <ul style="list-style-type: none"> <li>LEA has contracted with a provider whose training curriculum was approved by the State Board of Education; or the local education agency's training curriculum was approved by the State Board of Education.</li> <li>Provider will use training curriculum based on instructional materials that will be used by pupils and are those that the State Board adopted after January 2001, unless otherwise approved by the State Board.</li> <li>Each pupil has been provided with instructional materials aligned to the state content standards in accordance with Education Code Section 99237 (a) (3) (A) and (B).</li> </ul> </li> <li>Documentation of instructional materials and publisher, currently used by the district and the basis of the training program's curriculum.</li> </ul>
B. Targeted Audiences	<ul style="list-style-type: none"> <li>Provide training to highest priority teachers, who have not participated in a professional development Institute on a reading or mathematics instructional program; second priority to those teachers who have participated in a professional development Institute on a reading or mathematics instructional program but have not yet received supplemental training in the specified areas; and third highest priority to those teachers who have participated in a professional development Institute on a reading or mathematics instructional program and received supplemental training.</li> <li>Provide training for the number of instructional aides or paraprofessionals authorized for funding.</li> </ul>	<ul style="list-style-type: none"> <li>Assurance that, to the extent practical, teachers and instructional aides or paraprofessionals are given priority as defined in section 99234.5 (a) (b)</li> </ul>
C. Required Materials	<ul style="list-style-type: none"> <li>Provide Teacher Guide and other publisher teaching materials as requested by the provider to each teacher attending the Institute training.</li> <li>Confirm that provider uses the California curriculum framework, research studies, and diagnostic and summative assessment materials, as noted in the provider's plan authorized by the State Board for teacher and instructional aide or paraprofessional Institutes.</li> </ul>	<ul style="list-style-type: none"> <li>Assurance that Teacher Guides will be provided to each teacher participant attending the Institute training by the LEA.</li> <li>Assurance that providers use curriculum framework, research readings, assessment materials (diagnostic and STAR).</li> <li>Assurance that other teacher materials requested by provider are available.</li> </ul>

Proposal Components	AB 466 LEA Guidelines & Requirements The LEA must...	AB 466 Required Assurances and Documentation The LEA must submit for Approval...
D. Use of Training Time	<ul style="list-style-type: none"> <li>Require that teacher participants complete the minimum time requirements of the Institute training (40 hours) and the Follow-Up Practicum (80 hours).</li> <li>Require that instructional aides or paraprofessionals complete the minimum time requirements of the Institute training (20 hours) and the Follow-Up Practicum (20 hours).</li> </ul>	<ul style="list-style-type: none"> <li>Guarantee that provider has attendance data on all participants for the Institute training: 40 hours for teachers; 20 hours for instructional aides or paraprofessionals.</li> <li>Guarantee that LEA maintains records for completion of the Follow-Up Practicum: 80 hours for teachers and 20 hours for instructional aides and paraprofessionals.</li> </ul>
E. Evaluation & Reporting	<ul style="list-style-type: none"> <li>Collect, track, and report (to the California Department of Education for review by the State Board of Education) on the following information, as needed for interim and final reports for submission to the legislature: Interim Reports: <ul style="list-style-type: none"> <li>Number of teachers receiving training, by credential type.</li> <li>Number of instructional aides or paraprofessionals receiving training who directly assist with classroom instruction in mathematics and reading</li> <li>The provider organizations that received funds and the respective number of teachers trained in mathematics and reading by the provider organization.</li> </ul> Final report (in addition to above): <ul style="list-style-type: none"> <li>Information on the effectiveness of the program, including (at a minimum) survey data gathered from program participants and school principals.</li> <li>To the extent possible, information on teacher and instructional aides or paraprofessionals retention rates as associated with this professional development program for each credential type and/or subject matter. (At a minimum, must include sample data concerning teachers and instructional aides or paraprofessionals who are no longer in the profession, as well as instructional aides or paraprofessionals who have obtained a teacher credential subsequent to their training).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Assurance statement of intent to collect and provide required information for interim and final reports to the California Department of Education.</li> </ul>
F. Training Agreements / Authorizations & Partnerships	<ul style="list-style-type: none"> <li>Provide central office personnel support at Institute trainings.</li> <li>Agree to provide Follow-Up Practicum which includes additional training and assistance to participants (e.g. coaching, schoolsite support activities, etc.) for both teachers and instructional aides and paraprofessionals.</li> <li>Seek to collaborate with accredited program of professional preparation to offer credits based on enrollment in, and completion of, content subject area professional development program.</li> </ul>	<ul style="list-style-type: none"> <li>Assurance of district office personnel involvement in Institute trainings.</li> <li>Agreement to provide Follow-Up Practicum (80 hours for teachers and 20 hours for instructional aides or paraprofessionals) which includes additional training and assistance to participants (e.g. coaching, schoolsite support activities, etc.).</li> <li>Assurance that, if possible, will collaborate with accredited program of professional preparation to offer credits based on enrollment in, and completion of, content subject area professional development program.</li> </ul>
	<ul style="list-style-type: none"> <li>Collaborate with authorized provider in the planning of the Institute trainings.</li> <li>Plan and implement Follow-Up Practicum that is integrated and congruent with the initial Institute training.</li> </ul>	<ul style="list-style-type: none"> <li>Assurance that the LEA will collaborate with the provider in the planning of the Institute trainings.</li> <li>Assurance that the LEA will provide Follow-Up Practicum that is integrated and congruent with the initial Institute training for teachers and for instructional aides and paraprofessionals.</li> </ul>

Proposal Components	AB 466 Guidelines & Requirements
G. Follow-Up Practicum Training Curriculum – Mathematics – for Teachers	<b>General Criteria for Follow-Up Practicum Mathematics -- for Teachers</b>
	<p><b>100% of Follow-Up Practicum time should offer:</b></p> <p>Teachers Follow-Up Practicum focused on their K-8 grade level's mathematics program or 9-12 course level mathematics instructional programs. The 80 hours of follow-up instruction, coaching, or additional schoolsite assistance. Such support is required of the LEA, not the Institute provider (subdivision (b) of 99237). [Note: the law does not prohibit the LEA from contracting with the Institute provider.]</p> <p>Some possible practicum activities for consideration are:</p> <ul style="list-style-type: none"> <li>• Have teachers network with grade level or course level teachers at their schoolsite to discuss status of the implementation of the adopted instructional program (what is working and what is not working well); to discuss the curriculum-embedded unit assessments findings (given every 6-8 weeks) to determine effectiveness of instruction and student progress gains; and to make action plans on how to modify or reinforce instruction to improve student outcomes.</li> <li>• Have teachers attend additional workshops/trainings on implementing the adopted instructional program. These trainings can target key instructional components, instructional strategies, interpreting curriculum-embedded assessment data, and other concerns of teachers.</li> <li>• Have teachers receive one-on-one or group coaching on specific needs identified by teachers (e.g., classroom management, analyzing curriculum-embedded unit assessments, delivery of key instructional components).</li> <li>• Have teachers attend special events which feature scholars and noted practitioners on topics relevant to the full implementation of the standards-based, adopted instructional program.</li> <li>• Have teachers read and write critiques of critical articles on the scientific research relevant to the content area, publisher related instructional strategies, and/or on valid and informative standardized diagnostic measures (experience on using certain assessments).</li> <li>• Have teachers learn to use technology to inform their practice, to analyze their unit assessments for purposes of instruction and/or monitoring student progress, and to successfully use the adopted instructional materials software and supportive media.</li> </ul>

Proposal Components	AB 466 Guidelines & Requirements
H. Follow-Up Practicum Training Curriculum – Reading-language Arts – for Teachers	<b>General Criteria for Follow-Up Practicum English-language Arts -- for Teachers</b>
	<p><b><u>100% of Follow-Up Practicum time should offer:</u></b></p> <p>Teachers Follow-Up Practicum focused on their K-8 grade level's Reading/language arts Basic or Stand-Alone program or 9-12 course level English/reading instructional programs. The 80 hours of follow-up instruction, coaching, or additional schoolsite assistance. Such support is required of the LEA, not the Institute provider (subdivision (b) of 99237). [Note: the law does not prohibit the LEA from contracting with the Institute provider.]</p> <p>Some possible practicum activities for consideration are:</p> <ul style="list-style-type: none"> <li>• Have teachers network with grade level or course level teachers at their schoolsite to discuss status of the implementation of the adopted instructional program (what is working and what is not working well); to discuss the curriculum-embedded unit assessments findings (given every 6-8 weeks) to determine effectiveness of instruction and student progress gains; and to make action plans on how to modify or reinforce instruction to improve student outcomes.</li> <li>• Have teachers attend additional workshops/trainings on implementing the adopted instructional program. These trainings can target key instructional components, instructional strategies, interpreting curriculum-embedded assessment data, and other concerns of teachers.</li> <li>• Have teachers receive one-on-one or group coaching on specific needs identified by teachers (e.g., classroom management, analyzing curriculum-embedded unit assessments, delivery of key instructional components).</li> <li>• Have teachers attend special events which feature scholars and noted practitioners on topics relevant to the full implementation of the standards-based, adopted instructional program.</li> <li>• Have teachers read and write critiques of critical articles on the scientific research relevant to the content area, publisher related instructional strategies, and/or on valid and informative standardized diagnostic measures (experience on using certain assessments).</li> <li>• Have teachers learn to use technology to inform their practice, to analyze their unit assessments for purposes of instruction and/or monitoring student progress, and to successfully use the adopted instructional materials software and supportive media.</li> </ul>

Proposal Components	AB 466 Guidelines & Requirements
I. Follow-Up Practicum Training Curriculum – Mathematics – for Instructional Aides or Paraprofessionals	General Criteria for Follow-Up Practicum Mathematics -- for Instructional Aides or Paraprofessionals
	<p><b><u>100% of Follow-Up Practicum time should offer:</u></b></p> <p>Instructional aides or paraprofessionals a Follow-Up Practicum focused on their school level and content area instructional programs. Such support is required of the LEA, not the Institute provider (subdivision (b) of 99237). [Note: the law does not prohibit the LEA from contracting with the Institute provider.]</p> <p>Some possible practicum activities for consideration are:</p> <ul style="list-style-type: none"> <li>• Have instructional aides or paraprofessionals attend six (6) hours of additional training which are extensions of the 20 hours of Institute training by school level.</li> <li>• Have instructional aides or paraprofessionals attend fourteen (14) hours on topics which assist in tutoring students for practice and review (e.g., may include actual schoolsite/classroom-based meetings with one's teacher in order to refocus or reinforce roles and functions several times during the school year).</li> </ul>

Proposal Components	AB 466 Guidelines & Requirements
J. Follow-Up Practicum Training Curriculum – Mathematics – Reading-Language Arts -- for Instructional Aides or Paraprofessionals	<p data-bbox="275 306 1535 337"><b>General Criteria for Follow-Up Practicum English-Language Arts -- for Instructional Aides or Paraprofessionals</b></p> <p data-bbox="275 347 722 370"><u><b>100% of Follow-Up Practicum time should offer:</b></u></p> <p data-bbox="275 402 1898 456">Instructional aides or paraprofessionals a Follow-Up Practicum focused on their school level and content area instructional programs. Such support is required of the LEA, not the Institute provider (subdivision (b) of 99237). [Note: the law does not prohibit the LEA from contracting with the Institute provider.]</p> <p data-bbox="275 483 764 506">Some possible practicum activities for consideration are:</p> <ul data-bbox="275 513 1923 594" style="list-style-type: none"> <li>• Have instructional aides or paraprofessionals attend six (6) hours of additional training which are extensions of Institute training by school level.</li> <li>• Have instructional aides or paraprofessionals attend fourteen (14) hours on topics which assist in tutoring students for practice and review (e.g., may include actual schoolsite/classroom-based meetings with one's teacher in order to refocus or reinforce roles and functions several times during the school year).</li> </ul>



## Section IV

# Training Specifications for K-8 Instructional Programs

### Introduction

The module guides are for training providers. The module guides begin with the “Focus and Intent” for the use of publisher’s materials. They specify how the materials should be addressed during the 60 percent portion of the Institute training time. This information is then followed by categories for content to be considered for inclusion in the training.

In order to provide the provider with an outline of each publisher’s approved K-8 mathematics and reading/language arts/English language development program, post-January 2001, five categories of materials are suggested. These categories are:

1. Reference materials in Teacher’s Guide
2. Daily lessons in Teacher’s Guide
3. Instructional components in Teacher’s Guide
4. Additional program support materials extension guides
5. Teacher assessment guides

**The module guides are available on CD-ROM. To order module guides, please send an e-mail to [kamartin@cde.ca.gov](mailto:kamartin@cde.ca.gov) The title of your e-mail should be AB466 Module Guides, and include your exact mailing address in the message box. If you do not have e-mail access, you may request a CD-ROM by calling (916) 323-5847.**

The module guides are organized by publisher, instructional program, and grade level. The provider should select the appropriate module guide(s) to use for developing their training curriculum. The module guides are to be used to identify key elements that encourage breadth and depth coverage of the instructional program.

Also note, the module guides include expected participant results for each category. These results are of particular importance to teachers for guiding and directing classroom instruction. For instructional aides or paraprofessionals, the provider is asked to provide a general overview of the publisher’s materials by grade level for the specific school level (elementary, middle, high school).

## Attachment A

### Key Terms and Definitions

- Institutions of Higher Education (IHE) – University of California in partnership with the California State University and private, independent universities and colleges (Article 2, SEC. 2, Section 99220)
- Local Education Agency (LEA) - A school district, county office of education or charter school. (Article 3, Section 99231, (d))
- Instructional Aide – A person who is employed on either a full-time or part-time basis for the purpose of assisting with classroom instruction in mathematics and reading in a California public school in which kindergarten or any grades 1 to 12 are taught and who does not possess a valid teaching credential, certificate, authorization, or permit issued by the Commission on Teacher Credentialing (does not include paraprofessional). (Article 3, Section 99231, (a))
- Paraprofessional – A teacher aide, teacher assistant, or a speech language pathology assistant who is employed on either a full-time or part-time basis for the purpose of directly assisting with classroom instruction in mathematics and reading in a California public school for kindergarten or any of grades 1 to 12 are taught and who does not possess a valid teaching credential, certificate, authorization, or permit issued by the Commission on Teacher Credentialing. (Article 3, Section 99231, (b))
- Teacher – A person who holds a valid teaching credential, certificate, authorization, or permit issued by the California Commission of Teacher Credentialing and is employed on either a full-time or part-time basis in a California public school in which kindergarten or any of grades 1 to 12 are taught. (Article 3, Section 99231, (e))
- Beginning Teacher – Teachers with three or fewer years of teaching experience. (Article 2, SEC. 2, Section 99220, (h))
- Instructional Materials aligned to state standards – For grades 1 to 8, this means materials adopted by the State Board of Education after January 1, 2001. For grades 9-12 it means materials that the governing board of the local education agency has certified are aligned to both the state reading or mathematics content standards and the curriculum frameworks for these subjects. (Article 3, Section 99231, (c))
- Low-Performing Schools – Schools whose pupils' reading scores are at or below the 40th percentile on the reading portion of the achievement test. (Article 2, SEC. 2, Section 99220, (b) (2) (A))
- High Poverty Level Schools – This is determined by the percentage of pupils eligible for free or reduced price meals. (Article 2, SEC. 2, Section 99220, (b) (2) (C))

- Content Standards – English-language arts and mathematics content standards adopted by the State Board of Education pursuant to Section 60605. (Article 3, Section 99237, (a) (2) (B))
- Curriculum Frameworks – Adopted by the State Board of Education and aligned to the English-language arts and mathematics content standards. (Article 3, Section 99237 (a) (2) (C))
- Professional Development – Training focused primarily on the use of instructional materials that will be used by pupils and are aligned to the English-language arts and mathematics content standards adopted by the State Board of Education; the English-language arts and mathematics content standards adopted by the State Board of Education; and, the curriculum frameworks adopted by the State Board of Education for these subjects. (Article 3, Section 99237 (a), (2), (A) (B) and (C))
- Teacher Follow-up Instruction – 80 hours of follow-up instruction, coaching, or additional schoolsite assistance. (Article 3, Section 99237 (b), (1) and (2))
- Diagnostic Nature of Standardized Tests – Techniques that inform teaching and assessment and acquaint teachers with the value of standardized tests. (Article 2, SEC. 2, Section 99220 (c) (3))
- Interactive On-line Courses – Regionally accredited and instructor-led state approved on-line courses. (Article 2, SEC. 2, Section 99220 (e))
- Certified Service Provider – A local education agency or postsecondary institution that offers an accredited program of professional preparation. (Article 2, SEC. 2, Section 99220 (f))